



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE SCHOOL REVIEW

A JOURNAL OF SECONDARY EDUCATION

VOLUME IX
NUMBER 5

MAY, 1901

WHOLE
NUMBER 85

SECONDARY EDUCATION AT THE PARIS EXPOSITION OF 1900

PROFESSIONAL OPPORTUNITIES IN A JUROR'S WORK

SECONDARY education in France constitutes a complete whole, taking pupils from the beginning of their studies to the degree of bachelor, which alone affords entrance to the superior state schools or liberal careers.

During the first half of the century secondary education was uniform for all, and was based on the study of Greek, Latin, and general history, rounded out by the elements of science. In 1852 a choice was given between a course in letters and one in sciences, with option from the fourth class, but the two sections continued to receive a share of literary instruction in common. Later the bifurcation began after the third class, but the separation of the two courses became absolute; the last classes in letters were the second, rhetoric and philosophy; in sciences the preparatory and elementary mathematics. In 1865 a new system was created called *special* for students preparing themselves for agriculture, industry, or commerce, which proved shorter and cheaper. Greek and Latin were excluded and the course extended through four years, preceded by a preparatory class. In 1872 a reform in classical instruction introduced modern languages and increased the study of French at the expense of the

The French system of education as exemplified in Paris

Primary schools

Elementary												Superior																			
Years	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26						
Shading shows com-												pulsory period, exemption secured on exam. at 11																			
^a Crèches	Infant		Elem.		Middle		Superior		Complementary, a continuation of the												elementary										
^b Mother's			Exam. for the element-				Adult				Under ministry		of public instruction																		
^c Infant			ary cert is based				Superior		Supplementary						instruction																
^a As the Crèches keep												on the middle course.		Technical		Condominium		two ministries													
the pupils till 3 the												At least 1 year of the sup-		Apprentice				condominium													
^b Mother's schools												erior required for admis-		Technical. National				condominium													
rarely admit earlier												sion to superior prim.		Commerce and industry				commerce													
than 2½, and often												^a Aix, Angers, Chalons, Cluny.		^a Arts and trades				commerce													
keep them till 7 in												^e Modern bachelor's degree				^a Arts and manufactures		commerce													
schools of 3 to 6												admits to competitive exam-		^c Commerce		Chamber of commerce, Paris															
classes, the last be-												ination. ^f Preparatory				^e St Cyr		Under ministry of war													
coming an infant class.												^g Admission directly from polytechnic.				^f Polytechnic				war											
^c Infant schools are												^h Versailles ^h Grignon, Rennes and				^h Roads and bridges				public works											
few in number and												Montpellier.		^h Horticulture ^h Agriculture						agriculture											
connect the mother's												^h Complementary course. National agric. Institute &								agriculture											
schools with the ele-												^h Elementary for men or women.				^h Normal				instruction											
mentary or replace												^m Superior for men, Saint Cloud						ⁿ Normal				instruction									
them.												ⁿ Superior for women, Fontenay aux Roses.						ⁿ Normal				instruction									

Secondary. Under ministry of public instruction and fine arts. Superior

Years	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26					
For girls								Inf	1	2	3	1	2	3	4	5	6	Dept of secondary education												
For girls								Normal at Sèvres Prepares for teaching										1	2	3	in girls schools									
For boys, modern								Infant Pre.	8	7	6	5	4	3	2	1	Admits to science faculties													
For boys, classical								Infant Pre.	8	7	6	5	4	3	2	Rhet. Phi.	Admits to letters faculties													
For boys, normal, Paris, rue d'Ulm, bachelor's degree modern																		Sciences sect. Dept superior educ.												
For boys, normal, Paris, bachelor's degree classical																		Letters sect. Aggrégation												

Department of superior education. Fifteen state universities have faculties in cities as follows

Faculties	{Paris, Besançon, Bordeaux, Caen, Clermont, Dijon, Grenoble, Lille, Lyons, Montpellier, Nancy, Poitiers, Rennes, Toulouse}										{Marseilles Aix}										Science ² ^a certificate in sciences					
	{Paris, Montauban (prot), Paris, Aix, Bordeaux, Lyons, Rouen (Coth)}										{Theology ³ ^l ^d ^s = bachelor															
	{Paris, Aix, Bordeaux, Caen, Dijon, Grenoble, Lille, Lyons, Montpellier, Nancy, Poitiers, Rennes, Toulouse}										{ ^c Law ^l ^d for ^c ^d see above															
	{Paris, Montpellier Mixed Bordeaux, Lille, schools (full) Algiers, Marseilles, Nancy (Lyons, Toulouse) (Nantes, Rennes)}										{ ^c Medicine ^d ^m = midwife ^m = prem. midwife															
	Preparation for examination made in free dental schools										{Pharmacy ^d ^d = diploma ^m ^d = superior															
Under Ministry of agriculture. 3 schools. Alfort, Lyons, and										{Dentistry ⁴ ^d = diploma of surgeon-dent																
										{Veterinary Toulouse}																

ancient languages. A reform in 1880 introduced Latin in the sixth class and Greek in the fourth; extended French in all the classes, suppressed certain Latin exercises, and developed the sciences and modern languages. In 1881 special instruction was also reorganized for those having neither the taste nor the leisure to follow classical studies, but wishing a liberal education. The middle course of three years was preceded by a preparatory year and followed by the superior course, two years, which led to a special bachelor's degree. Like classical instruction, this was based on two so-called elementary years, following true primary classes. A revision of classical in 1885 and a reform in special in 1886 removed a danger to the former and obviated the disadvantage which the separation of the middle and superior entailed on the latter. Withdrawing the preparatory year and fixing the course at six years, a certificate was conferred at the end of the fourth year and the degree of *bachelor of special instruction* was endowed with some of the prerogatives attached to the other degrees. Pupils studied two modern languages, the *fundamental* during the entire course and the *complementary* during the last three years. In 1890 the classical was the object of a general reform to strike a fair balance between the development of intelligence and that of character and physical strength. Programs were lightened and simplified, a liberal discipline substituted for a repressive, and a new system of rewards and penalties organized. In 1891 the special in turn was entirely remodeled and replaced by a new type called *modern*, organized on the ideal prevailing in the reform of the classical.

Secondary instruction includes then at present two distinct types, working together to one end and similarly rewarded by the degree of bachelor; the classical characterized by the study of ancient languages; the modern characterized by a more complete study of modern languages and sciences. The two courses include the following common branches, which have not, however, in each the same relative importance: (1) the French language and literature, (2) modern language, (3) history and geography, (4) ethics and philosophy, (5) mathematical, physical, and natural sciences, (6) graphic and imitative drawing;

the special subjects in the classical: (1) the Latin language and literature, (2) Greek language and literature, (3) Greek and Roman history; in the modern: (1) principles of law and political economy, (2) bookkeeping, (3) history of civilization and of art.

They have a common division of two years (eighth and seventh) called elementary, which are preceded by one or more years called preparatory. At the close of the seventh an examination for promotion is given. On entering the sixth class the pupil chooses between the two courses and the work properly "secondary" begins. The sixth, fifth, and fourth years of both courses form the grammar division. The superior division comprises in the classical the third, second, rhetoric and philosophy classes; in the modern, the third, second and first. At the close of the fourth classical an examination for promotion is given, and at the close of the third modern pupils may obtain a certificate giving a résumé of their standing and indicating their rank in class. The rhetoric class (classical) and second (modern) form the basis of the examination for the bachelor's degree, first part. Candidates successfully meeting the first tests of the classical choose between the philosophy class and the elementary mathematics, the tests of which complete the requirements of the bachelor's classical degree, *lettres-philosophie*, or *lettres-mathématiques*, respectively. Candidates meeting the first tests of the modern choose between the first letters, the first sciences, or elementary mathematics; the tests of which complete the requirements of the bachelor's modern degree, *lettres-philosophie*, *lettres-sciences*, or *lettres-mathématiques*. In either classical or modern candidates may meet successively two tests of the second part and secure both degrees. Preparatory courses leading to the bachelor's degree *mathématiques élémentaires-supérieur* or *mathématiques spéciales* prepare for the superior state schools. The accompanying table shows the subjects and hours a week each is studied in both courses in preparation for the tests of the bachelor's degree.

Public secondary instruction is given (1) in the *lycées* founded and supported by the state, (2) in the *collèges* founded and

supported by communes with the help of the state. These receive boarders, part-time boarders, supervised day pupils, and day pupils. The *lycées* are in charge of a head-master and deputy; a general superintendent has charge of the discipline and a steward of the stores. Tutors look after the pupils and superintend their studies. The *collèges* are managed by a principal and their organization, ordinarily less complete than that of a *lycée*; is often more specially adapted to the needs of the district and to local requirements. Instruction is given in *lycées* by titular professors and the heads of courses; in *collèges* by professors of three ranks. The titular professors must possess the title of *agrégé*; the heads of courses and professors of the first rank must hold the license or an equivalent diploma; the second rank a bachelor's degree, and the third a primary grade. The primary and infant classes in *lycées* are intrusted to public instructors provided with the primary *brévet* and the certificate of aptitude. Promotion of the teaching staff is determined at the end of each year, and its discipline depends on the minister of public instruction, rector, academic council, and the superior council of public instruction. The order of studies is in the permanent control of the rector, academy inspectors, and general inspectors. Pupils are promoted on proof by marks or special examination.

Scholarships.—The state, the departments, and the communes support scholarships conferred preferably on children from families rendering services to the country or possessing insufficient means. They are of two kinds, the trial granted on provisional title and the merit granted on definite title. The trials are bestowed only on candidates successfully meeting a special examination, are granted for a year, and are renewable for a second year only. The merit is granted either to the candidate entitled to the trial scholarship whose work and fitness justify the honor or to the candidate successfully meeting a special examination in addition to attending a year's course in a *lycée* or a *collège*. The merit is not granted for admission to a class below the fifth.

Free secondary instruction is given (1) in private, lay or ecclesiastic institutions having their special professors; (2) in

boarding-schools, following in whole or in part the courses of public instruction; (3) in the small seminaries, which form, in fact, the preparatory school for the superior (ecclesiastic) seminaries, but they also give a true secondary instruction to pupils that are not preparing for the priesthood. The state through the academy inspectors exercises a superintendence of the morals, the hygiene, and the health of these free institutions, but its control does not directly extend to the instruction only so far as to prove that it is not opposed to morality, the constitution, and the laws. The question of state control over the free schools now occupies the attention of the legislature and the ministry.

Examinations.—The diploma of the bachelor's degree is conferred by the minister of public instruction on examinations before juries of the faculties of letters and of sciences. The examinations are held twice each year, one at the end, the other at the beginning of the academic year, their dates being fixed by ministerial decree. Candidates must have attained the age of sixteen and must deposit at the office of the secretary of the faculty, (1) a certificate of birth, (2) an application in his own handwriting, (3) for the first part, his selection of a modern language for examination, (4) for the second part, his choice of the series he wishes to meet. To these documents he can add his notebook to which some credit may be assigned in lieu of mistakes on written or oral tests.

No candidate can present himself for the tests of the second part till the first are successfully met, and the tests of each part are written and oral. The written tests eliminate candidates unprepared for admission to the oral. The successful candidates receive a certificate for each part and two certificates (one of each part) give the diploma of the bachelor's degree.

The written tests of the first part modern are (1) a German theme, and an English, Italian, Spanish, or Russian version or an English theme and a German, Italian, Spanish or Russian version made without dictionary or lexicon; (2) a French composition; the oral of the first part (1) the explanation of a French text; (2) the explanation of a German text, and the explanation of an

English, Italian, Spanish, or Russian text. German and English may alternate and the explanations of texts are accompanied or followed by a conversation in the modern languages which the candidate elects who may choose to be questioned on a third also; (3) questions on history and geography; (4) on mathematics; (5) on physics and chemistry. These tests are based on the programs of the second class. Candidates for the second part choose from three series. The written test of the first is a dissertation on a philosophic subject; of second and third a composition on mathematics and physics. The oral tests common to all are an interrogation on (1) philosophy, (2) current history, in common to the first and second, (3) geography; in common to the second and third, (4) mathematics; distinguishing the first (4) literature, (5) natural history; distinguishing the second (5) physics, chemistry, and natural history; distinguishing the third (3) physics, (5) chemistry. The tests of the first and second series are based on the program of the first class; of the third series on elementary mathematics.

The written tests of the first part classical are (1) a Latin translation, (2) a French composition; the oral of the first part (1) explanation of a Greek text, (2) of a Latin, (3) of a French, and the texts are chosen by the examiner from the works prescribed in the programs of the third, second and rhetoric classes, (4) the explanation either of a German or English text, or of an Italian or Spanish text, followed by an oral theme or conversation, (5) an interrogation on history and geography, (6) an interrogation on the elements of mathematics. The tests of 5 and 6 are based on the program of the rhetoric class. Candidates for the second part choose from three series. The written tests of the second part, first series are (1) a French dissertation on a philosophic subject, (2) a composition at the choice of the candidates on mathematics or physics and natural sciences; of the second series a composition on mathematics or physics. The oral tests of the first series are (1) an interrogation on philosophy, history of philosophy, philosophic writers, (2) on contemporaneous history, (3) on the elements of physics, chemistry, and natural history. The tests of this series are based on

the program of the class of philosophy. The oral tests of the second series are (1) an interrogation on mathematics, (2) on physics, (3) on chemistry, (4) on contemporaneous history, (5) on philosophy. The tests for this series are based on elementary mathematics. The third series will be more specially devoted to physics and natural sciences, and a later regulation will determine the programs and special conditions of the series. The time allowed for the written tests of the first part are (1) translations, three hours; (2) French composition, three hours; of the second part, first series (1) dissertation or composition on philosophy, four hours; (2) composition at the choice of the classical candidates, either on mathematics or on physics and natural sciences, two hours; second and third series, composition on mathematics and physics, four hours. The oral tests are public and at least three fourths of an hour is given each candidate. Each test is graded by a mark varying from 0 to 20. Points are assigned both the written and oral tests. In the first part classical, the two written tests of three hours each have 20 points each; the eight oral of three fourths of an hour to each student average 20 points each, total 200, time of examinations, six and three fourths hours, minimum requirements 100 points. In the second part the first written test of the first series has 40 points and four hours, the second 20 points and two hours; the three oral tests have twenty points each and three fourths of an hour, total points 120, time of examinations, six and three fourths hours, minimum requirements 60 points. In the second series the written test has 40 points, four hours, one oral has 40 points, the other four 20 points each and three fourths of an hour; total points 160, time of examinations, four and three fourths hours, minimum requirement 80 points.

In the first part modern the two written tests of three hours each have 20 points each, the seven oral of three fourths of an hour aggregate 120 points, total points 160, time of examinations six and three fourths hours, minimum requirements 80. In the second part the written test of the first series has 20 points, of the second and third 40 each, and four hours' time for each. The five oral tests of the first series have 20 points each and

three fourths of an hour, total points 120, time of examinations four and three fourths hours, minimum requirements 60 points. The five oral tests of the second series aggregate 140 points and three fourths of an hour, total points 180, time of examinations four and three fourths hours, minimum requirements 90 points. The five oral tests of the third series aggregate 120 points and three fourths of an hour, total points 160, time of examinations four and three fourths hours, minimum requirements 80 points.

Thus the diploma can be secured by two examinations a year apart, and the classical degree *Lettres-philosophie* requires 160 of the 320 points, with thirteen and one half hours for the examinations; classical *Lettres-mathématiques* requires 180 of the 360 points, with eleven and one half hours for the examinations. The modern *Lettres-philosophie* requires 140 of the 280 points, with eleven and one half hours for the examinations; the modern *Lettres-sciences* requires 170 of the 340 points, with eleven and one half hours for the examinations; the modern *Lettres-mathématiques* requires 160 of the 320 points, with eleven and one half hours for the examinations.

The certificates of each part bear record to the student's standing, pass when 50 per cent. of the points are attained, satisfactory 60 per cent., good 70 per cent., very good 75 per cent.

The fees for the two examinations are 60 fr., for the two certificates 20 fr., for the diploma 40 fr., total 120 fr., or \$24.

The bachelor's degree, secondary modern, affords the same advantages and prerogatives as the other bachelor degrees for admission to the competitive examinations or for entrance to different institutions, among which are the *Écoles nationales d'agriculture*, *Institut agronomique*, *Écoles vétérinaires* under the ministry of agriculture; for the *École des hautes études commerciales* under the ministry of commerce and industry; the *École Polytechnique*, *École de Saint Cyr* under the ministry of war; *Licence és sciences*, *Pharmacien de 1^{re} classe et de 2^e classe*; *École normale supérieure (Sciences)* under the ministry of public instruction.

The bachelor's degree, classical, affords the same advantages and prerogatives as the other bachelor degrees for admission to the competitive examination or for registration in the faculties of the university, (1) theology, (2) law, (3) medicine, (4) pharmacy, (5) letters.

Rollin.—This school is a good illustration of the *collèges* of France. Historic associations make it conservative, and a modern spirit places it abreast, if not ahead, of the youngest secondary school. Located in the heart of Paris, under the influence of that famous center of education, it has been called the Lycée of the City of Paris.

Headmaster Rousselot, in a monograph prepared for the Exposition of 1900, traces the interesting history of St. Barbe and the foundation of the municipal college Rollin. He assured me that the *collège* differs in no particular from the *lycées* save that the former is maintained at municipal expense, the latter at national. Almost all the *collèges* of Paris originating in the middle ages were founded by priests. At that time every learned abbé who had acquired any notoriety as an educator aspired to collect his pupils around him in such a school. Usually poor, he was obliged to give them at little expense food and shelter, and whenever his resources permitted to add assistants of merit. Such was the beginning of St. Barbe-Rollin in 1430. The revolution of 1789 interrupted the course of studies. In 1791 the buildings were pillaged and the last occupants put to flight. After that tempest St. Barbe became a college of sciences and arts and at the same time on the débris of the former St. Barbe another sprang up, the future Collège Rollin. An imperial decree in 1812 transferred to it a former convent and made it one of the four lycées ordered by decree of 1811. In 1826 Charles, by the grace of God, King of France and of Navarre, ordered that the city of Paris acquire the property of the former college of St. Barbe. The revolution of 1830 marked the college by a change of title, and "was it not the greatest good fortune that placed a university institution under the patronage of a man whose name is so cherished by the university—Rollin?" Change of name and modification of rules

were established in 1831 by Louis Philippe. The War of 1870 found pupils in the college although daily papers announced that the buildings had been entered and pillaged. An item from the school journal states that the pupils present in Paris pursued the course as day scholars to the 15th of March with a single interruption from the 9th to 28th of January, while the bombardment redoubled in intensity and nine shells fell within the enclosure, three of which struck the buildings.

The school numbers 230 boarders, 300 part-time, and 750 day pupils, total 1280. The classical instruction did not suffice for so diverse a pupilage, and a modern course is given with a transition class from the modern to the classical, which permits pupils to change their courses with the least possible loss of time, an adaptation that shows the influence of the American school system on the secondary schools of France. Another marked influence is shown in the same institution by the organization of the pupils for athletic sports. The school embraces three colleges called respectively the *minim*, the *junior*, and the *superior*. The classes from infant to the 6th modern occupy the *minim* college, the *junior* and *superior* being assigned to classes from the 5th modern and 6th classical through the philosophy. The old dormitories are no longer used by the boarders, but a chamber is now provided for each pupil, a model of which was shown at the Exposition. There is a good gymnasium, not large, provided with modern apparatus. Facilities for individual laboratory work are provided in chemistry but not in physics, as the cost of organizing and maintaining the latter is thought to be too great. The physical apparatus for the teacher's use is excellent as well as the biologic. Professors instruct from thirteen to fifteen classes weekly. The day's work begins about 8:30 in the morning, and closes at 10:30, with an additional hour for conference. The same time is devoted to the afternoon session. The transitional course that enables pupils to change from the modern to the classical course as found in practical operation in this school will interest American readers.

COURSES BY YEARS, SHOWING TRANSITION FROM MODERN TO
CLASSICAL ELEMENTARY, CALLED MINIM

FIVE CLASSES OR YEARS

1. Infant, 2. Primary, 3. Ninth, 4. Eighth, 5. Seventh

Year	Modern Class	Grammar	Classical Class
6	Sixth	Transition from	Sixth
7	Fifth	modern to clas-	Fifth
8	Fourth	sical course	Fourth
Superior			
9	Third	First	Third
10	Second (letters)	Second	Second
11	First (science)	Rhetoric (letters)	Rhetoric
12		Philosophy or mathematics or science	

The accompanying view from Rollin's exhibit gives a good idea of the drawing instruction in secondary schools.

A bridge to span the chasm between primary and secondary education in France may be found in the superior primary school, Jean Baptiste Say, where a supplementary course prepares the pupil for the examinations of the modern bachelor's degree.

The municipal college Chaptal, founded in 1844 by the city, is specially planned for young men preparing for industrial, agricultural, or commercial pursuits. Its course of eight years provides the subjects devoted to commerce, industry, and agriculture and prepares its pupils for the polytechnic school, the superior normal, St. Cyr, as well as the central school of arts and manufactures. It provides for 300 boarders and 1100 part-time boarders and day pupils.

The Lycée Condorcet is a good illustration of the secondary school admitting day pupils and affording classical instruction only. Occupying two buildings in different blocks of the city, the junior college accommodates about 600 pupils, including the first six classes; the superior about 1000, including the pupils from the fourth class through rhetoric and philosophy. Pupils of the third class who had studied English for several years were doing no better work than pupils of first-year French in our high schools near the close of the first year. The



SECONDARY EDUCATION-DRAWING FROM COLLÈGE ROLLIN

teacher spoke the English alone in class, and the pupils to a greater or less extent. They recited from memory such selections as "Inch Cape Rock," but little time is given to grammatical construction, and the conversation is lame and halting. The scansion is good, but pronunciation and accent faulty. The English of this third class in a classical secondary school seemed little if any better than that of the second class of the superior primary referred to above.

Secondary school for girls.—A voluminous publication of nearly 1300 pages, prepared for the Exposition of 1900 by M. Camille Sée, begins with the statement that the sole aim of this publication is to give strangers coming from all points of the globe most remote to admire the conquests and the progress of the human soul—a knowledge of how France created and organized a system of instruction which twenty years ago was wholly unknown to her laws. In 1880 secondary instruction for girls had no establishments in all France. In 1900 there were twenty-eight colleges with 3563 students, forty lycées with 8431 students, and the superior normal school for girls with 63 students, a total of sixty-nine institutions and 12,057 pupils. The purpose of these schools can be given no better than in the words of M. Sée himself: "We would train our girls to be simple, modest, and learned. We would fit them for their life's work to be mistresses of homes, true wives and good mothers. We would avoid peopling our homes with pedants." To appreciate the importance of this work it is well to recall the condition of such instruction when the chamber of deputies first listened to the law proposed by M. Sée. The schools founded by private industry or by religious bodies were few. Such education as existed gave only the most elementary instruction. When a school assigned to its program the work of secondary instruction it was rare that the program was other than a paper statement. Instruction was not given, or it was of such a character as to be worthy of suppression. The laic schools were very inferior to the church schools, and they were wanting absolutely in a large number of localities.

And what was the model that guided this legislation? Naturally secondary instruction for boys. That is, they established a scheme of secondary instruction to which boarders, part-time boarders, and day scholars had free access with a coördinate teaching force and parallel courses of study. The measure introduced by M. Sée became a law under the administration of such distinguished Frenchmen as Gambetti, president of the chamber of deputies, Léon Say, president of the senate, and Grévy, president of the republic.

That this development was due to the influence of the American school system on the earnest workers of France, appears from the report of M. Sée to the chamber of deputies, and that the French people learned the lessons taught by their expositions, is evidenced by the creation of this new school system. "No country," he says, "began so early nor has done more and better than the American republic, which is permeated by the thought that the republican form of government needs all the power springing from education. The honorable director of the section of education of the United States at the Universal Exposition of 1878 had this thought of Montesquieu's engraved in letters of gold in a most conspicuous place, with the added statement that public instruction is free in all of the states of the Union."

After a statement of the American school system Mr. Sée's report continues as follows:

In France we give a complete general instruction only to those destined for liberal careers. Others at an early age may enter the superior elementary school, special secondary school, or a school of trades. They are compelled thereby to adopt a career long before the knowledge of their tastes or aptitudes are developed, and such pupils are condemned for the rest of their lives to all the inconvenience and to all the evils of a general education incomplete and inadequate.

Twenty-one years after the preparation of that report M. Sée, in the United States section of the educational Exposition of 1900, which called forth the warmest commendations of the French members of the jury of award, said:

I have the profoundest admiration for the American school system, and, while I ask no recognition for the work in the French secondary schools for

Comparison of subjects and hours in French secondary schools for girls and primary normal schools

The figures show the number of hours a week each subject is studied each year

Divisions	Infant				Preparatory				Secondary						Total hours	
Classes	Infant				1	2	3	1	2	3	4	5	6		Let	Sci
Subjects	Pupil's age				8	9	10	11	12	13	14	15	16	17		
French	6½				6½	6½	6½	6½	5	5	3½	3	2	1.3	47½	44½
Modern languages	2½				2½	2½	2½	2½	3	3	3	2½	2½	5	3.3	3.3
History	1				1	1	1	1	2	2	2	2	2	1.2	16	14
Geography	1				1	1	1	1	1	1	1	1	1	1.2	10½	8½
Mathematics	2½				2½	2½	2½	2	2	2	2	2	2	5.4	17½	21½
Science	1½				1½	1½	1	1	1	2	2½	3	3.4	13½	17½	
Total					11	14	15	14½	Morals						7	7
^a Supplementary year for admission to Normal on competitive examination Time of 5 th given Letters(L) Science(S) ^b Minimum ^c Common law ^d Elective.				Sewing				2	2	2	2	2	2	2	12	12
				Drawing				2	2	2	2	2	2	2	12	12
				Solfege				1	1	1	1	1	1	2	7	7
				Gymnastics				1½	1½	1½	1½	1½	1½	2	9½	9½
				Literature				General				1	1	1	3	2
Total								20½	20½	21	24	24	24	188½	188½	

^aPsychology applied to morals and education

An oral promotion examination admits to the first class and is based on the middle (moyen) course of the compulsory period.

The promotion examinations to the 2nd, 3rd and 4th classes are oral and are based on the programs for the 1st, 2nd and 3rd years respectively and a certificate is given all students satisfactorily meeting the tests of the 3rd class for the promotion to the 4th.

The promotion examination from the 4th to the 5th is oral and based on the program of the 4th class obligatory and elective. A diploma is given all students satisfactorily meeting an examination at the close of the 5th year in writing based on the subjects of the 4th and 5th years; oral based on all the obligatory subjects and the electives chosen by the student at least two.

Subjects and hours in French primary normal schools

For men										For women										
Classes	Hours of preparation in primary								Hours	Pr	1	2	3	Hours						
Subjects	Student's age								EandS	16	17	18	Total	EandS	16	17	18	Total		
Literary	Morals, psychology, education								3	2	2	2	6	3	2	2	2	6		
	French								7.4	5	4	4	13	7.2	5	4	4	13		
	History and civics								4	3	3	3	9	3	3	3	3	9		
	Geography								2.1	1	1	1	3	2.1	1	1	1	3		
	Penmanship								2.3	2	1		3	2.2	2	1		3		
Scientific	Modern languages								8	2	2	2	6	9	2	2	2	6		
	Mathematics								3.4	3	4	4	11	2.2	2	2	2	6		
	Physics and chemistry								6	2	2	3	7			2	2	4		
	Natural science and hygiene								2.1	1	1	1	3	3.0	1	1	1	3		
	Drawing and modeling								2.1	4	4	4	12	2.1	4	4	4	12		
Other	Agriculture (theory)								3		1	1	2				1	1		
	Manual training and agriculture								2.4	5	5	5	15	2.4	5	4	2	11		
	Gymnastics								18	3	3	3	9	2.5	2	2	2	6		
	Singing								9	2	2	2	6	9	2	2	2	6		
In sewing, housekeeping and gardening										Total	26.9	35	35	35	105	26.1	31	30	28	89

girls, I wish to accord suitable recognition to the secondary schools of the United States.

The accompanying table gives the subjects and hours devoted to each per week throughout the course of the secondary schools for girls and the primary normal schools.

HENRY L. TAYLOR

REGENTS' OFFICE,
Albany, N. Y.


(To be continued)

The American system of education as exemplified in the state of New York

Elementary														Higher													
Years																											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
Infancy						Preacademic								Secondary				College				University					
or		Kindergarten		Grammar										High		Fr	S	Jr	Sr	Graduate courses							
<p>Shading shows compulsory period.</p> <p>The law requires regular attendance between</p> <p>8 and 12 the entire school year;</p> <p>12 and 14 the same if unemployed, otherwise 80 days;</p> <p>14 and 16 the same if unemployed.</p> <p>Preacademic, grammar or common school work refers to the eight years of elementary instruction; secondary or academic work, to the four years of secondary instruction between elementary school and college; college work, to the four years of higher instruction, following the four years of secondary; university work, to the specialized courses following either college or secondary.</p> <p>Professional institutions are uniformly called schools.</p> <p>The four college years are usually called Fr freshman, S sophomore, Jr junior, Sr senior.</p> <p>Blue indicates the period of preparation for the preliminary examinations of the high school department, U.S.N.Y.; red, the period of preparation for the academic examinations, both, the courses covered by the academic, manual training and business syllabuses.</p>														Academic		Collegiate				Professional							
														Classical		course				B.A.		M.A.					
														Latin-scientific						Ph.B.		Ph.M.		Ph.D.			
														Scientific						B.S.		M.S.					
														High		Liberal				Professional							
														Classical		course				B.A.		} Liberal arts					
														Latin-scientific						Ph.B.							
														Scientific						B.S.							
														Literature						B.L.							
														Architecture						B.Ar.		} Fine arts					
														Music						Mus.B.							
														Theology						B.D.							
														Medicine						M.D.							
														Law						LLB		} Professional					
Dentistry						DDS																					
Veterinary						D.V.S.																					
Pharmacy																											
School of pedagogy						Ped.M.																					
Normal college						Pd.B.																					
Normal school																											
Training classes																											
Manual training		Engineering				} Technical																					
Business		C.P.A.																									

The German system of education as exemplified in Prussia

Elementary

Infant schools				Peoples schools									Technical and professional schools																	
Year of life																														
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26							
	2	Kindergarten											Continuation schools																	
a		b	c	Shading shows compulsory period 6-12 no exemptions																					Industrial schools					
^a In which children under two years of age are cared for during the day				12-14 six hours daily employment 14-18 optional with municipal authorities									Trade schools																	
				Middle schools									d																	
^b For children of the laboring classes till four years of age													Preparatory						Men's normal						Practice as trial candidates					
^c Continuation of the preceding.																			Women's normal											
^d The course of study in middle schools usually terminates at 14 but sometimes continues to 17.																			Governesses normal											

Transitional	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
^e Elementary									^e												
^f Secondary but not officially recognized									^f												
^g The government re- fused to grant the girls gymnasium at Breslau the privilege possessed by gymnasias for boys, viz, the certificate admitting to the universities, the minister of public instruction saying in 1898 that the government intended university study for women to be the exception, not the rule. The course varies widely and is not yet successfully established														^g							
^h Teachers seminaries in Berlin and Göttingen																					
														Women's normal							
														Governesses normal							
															Teachers class						
															^h						

Secondary													Superior												
	2	6	7	8	9	10	11	12	13	14	15	16	17	21	22	23	24	25	26						
Full classical leading to all faculties of the university.	I	II	III	VI	V	IV	IIIb	IIIa	IIb	IIa	Ib	Ia	Faculties of the university												
Latin, no Greek, leading to natural science, modern language and mathematics of the philosophical faculty	Vorschulen	Gymnasia ^c											Philosophy, theology, law, medicine												
No Latin or Greek, leading to natural science and mathematics of the philosophical faculty	the special preparatory classes or the ordinary peoples schools	Real-gymnasia ^d											Philosophy ^o												
Admits to the next class in the gymnasium	Higher real-schools ^e											Theology ^o													
^m real-gymnasium	Progymnasia ^d											Law ^o													
ⁿ higher real-school	Real-progymnasia ^m											Medicine ^o													
^o Minimum course for a degree	Real-schools ⁿ											Dentistry													
^p Teachers seminaries connected with schools, gymnasia and universities												Veterinary medicine													
^q Chernitz technical school, Saxony												Pharmacy													
												Secondary industrial													
												Polytechnica													